

SIRRINE ELEMENTARY

301 East Dorchester Blvd.
Greenville, South Carolina 29605

GRADES K-5 Elementary School

ENROLLMENT 186 Students

PRINCIPAL Dr. Gwendolyn Boyd Wright 864-299-8313

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	54	50	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	Yes

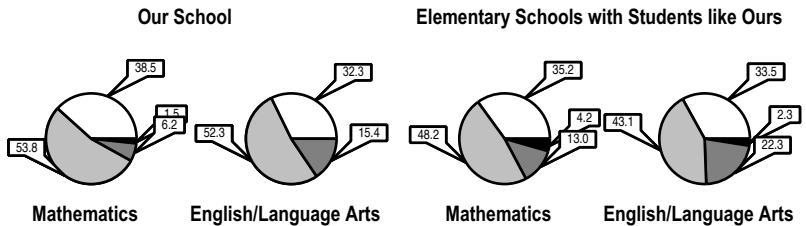
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	79	100.0	32.3	52.3	15.4	0.0	29.2	Yes	Yes
Gender									
Male	44	100.0	43.6	46.2	10.3	0.0	23.1		
Female	35	100.0	15.4	61.5	23.1	0.0	38.5		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	73	100.0	32.2	52.5	15.3	0.0	30.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	58	100.0	20.4	61.2	18.4	0.0	30.6		
Disabled	21	100.0	68.8	25.0	6.3	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	79	100.0	32.3	52.3	15.4	0.0	29.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	79	100.0	32.3	52.3	15.4	0.0	29.2		
Socio-Economic Status									
Subsidized meals	73	100.0	28.8	55.9	15.3	0.0	30.5	Yes	Yes
Full-pay meals	6	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	79	100.0	38.5	53.8	6.2	1.5	21.5	Yes	Yes
Gender									
Male	44	100.0	41.0	53.8	2.6	2.6	15.4		
Female	35	100.0	34.6	53.8	11.5	0.0	30.8		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	73	100.0	37.3	54.2	6.8	1.7	22.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	58	100.0	30.6	59.2	8.2	2.0	26.5		
Disabled	21	100.0	62.5	37.5	0.0	0.0	6.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	79	100.0	38.5	53.8	6.2	1.5	21.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	79	100.0	38.5	53.8	6.2	1.5	21.5		
Socio-Economic Status									
Subsidized meals	73	100.0	37.3	54.2	6.8	1.7	23.7	Yes	Yes
Full-pay meals	6	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	32	100.0	24.1	44.8	31.0	N/A	31.0
	Grade 4	42	100.0	59.4	25.0	12.5	3.1	15.6
	Grade 5	45	100.0	57.5	35.0	7.5	N/A	7.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	25	100.0	30.0	45.0	25.0	N/A	25.0
	Grade 4	22	100.0	16.7	61.1	22.2	N/A	22.2
	Grade 5	32	100.0	42.9	53.6	3.6	N/A	3.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	32	100.0	31.0	55.2	13.8	N/A	13.8
	Grade 4	42	100.0	53.1	37.5	9.4	N/A	9.4
	Grade 5	45	100.0	55.0	40.0	5.0	N/A	5.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	25	100.0	35.0	55.0	5.0	5.0	10.0
	Grade 4	22	100.0	27.8	72.2	N/A	N/A	N/A
	Grade 5	32	100.0	46.4	42.9	10.7	N/A	10.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 186)				
First graders who attended full-day kindergarten	81.3%	N/C	100.0%	100.0%
Retention rate	6.3%	Down from 9.2%	3.5%	2.7%
Attendance rate	96.5%	Down from 96.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		5.8%	3.5%
Eligible for gifted and talented	3.7%	Down from 4.8%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Up from 9.5%	8.0%	8.2%
Older than usual for grade	2.2%	Up from 1.8%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 0.0%	0.0%	0.0%

Teachers (n= 21)				
Teachers with advanced degrees	57.1%	Up from 55.6%	48.3%	51.4%
Continuing contract teachers	90.5%	Up from 70.4%	80.0%	87.5%
Highly qualified teachers**	94.1%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.6%	0.0%
Teachers returning from previous year	70.3%	Up from 69.1%	82.4%	86.7%
Teacher attendance rate	95.0%	Down from 99.0%	94.7%	94.9%
Average teacher salary	\$39,340	Up 4.9%	\$39,417	\$40,760
Prof. development days/teacher	8.3 days	Up from 5.0 days	13.4 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	11.4 to 1	Down from 15.8 to 1	17.1 to 1	18.9 to 1
Prime instructional time	89.2%	Down from 94.6%	89.0%	90.0%
Dollars spent per pupil*	\$7,280	Up 8.5%	\$7,020	\$6,044
Percent of expenditures for teacher salaries*	59.9%	Up from 56.3%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 69.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sirriner Elementary School has been the hub of the Belle Meade community since 1957. The school will officially close June 2004.

Sirriner Elementary received a grant from the South Carolina Department of Exceptional Children in 2003-2004. School-wide reading and behavior programs were developed. This grant along with the Reading Counts Program had an overwhelming effect on students, enabling the school to create a Wall of Fame with more than sixty outstanding reading students and an effective school-wide motivational and expectation plan.

Our intense reading programs, our on-site writing specialist, teachers, and volunteers encouraged students to read and write, thereby creating enthusiastic readers and writers. Our school received numerous incentives and recognitions for student writing.

The after-school program and homework center provided academic and enrichment activities for students. A number of business partners and volunteers continued to give of their time and efforts to help meet established goals and standards.

Parent-school partnerships resulted in monthly Family Reading nights, special observances of literary authors, acquisition of public library cards for students, and support of charitable organizations and environmental concerns.

Our faculty and staff have enjoyed working with the students and this community. We are confident that we have made a difference in the lives of the students we served.

Dr. Gwendolyn Boyd Wright, Principal

Mrs. Deloris Cannon Chair, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	31	15
Percent satisfied with learning environment	71.4%	83.3%	60.0%
Percent satisfied with social and physical environment	65.0%	83.9%	66.7%
Percent satisfied with home-school relations	40.0%	83.9%	60.0%

*Only students at the highest elementary school grade level at this school and their parents were included.